

Wenyu Guo, Ph.D.

Assistant Professor, Literacy Studies

Department of Language, Literacy, Ed.D., Exceptional Education, and Physical Education

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Research Interest: racial and transnational literacies, bilingual and multilingual education, Asian American studies, children's literature and young adult literature, teacher education, critical and culturally responsive AI literacy.

Education

- 2018-2023 **University of South Carolina, Columbia, SC**
Ph.D.: Doctor of Philosophy in Instruction and Teacher Education
Program: Teaching & Learning | Concentration: Literacy Education
Title: *Chinese American Students' Respond to Culturally Relevant Texts Through an AsianCrit Lens*
- 2020-2023 **University of South Carolina, Columbia, SC**
Graduate Certificate in Qualitative Research program

Professional Experience

- 2023- **Assistant Professor, Literacy Studies**
University of South Florida, Department of Language, Literacy, Ed.D.,
Exceptional Education, and Physical Education
- 2020 **Teaching Internship** (Supervised by Dr. Catherine Compton-Lilly)
University of South Carolina, Department of Instruction and Teacher Education
- 2021-2023 **Instructor of Record**
International Accelerated Program, University of South Carolina, SC
- 2018-2020 **Graduate Research Assistant**
University of South Carolina, Columbia, SC
- 2019-2022 **Book Club Facilitator, Bubble-Up Book Club**
Affiliated with a local Chinese Heritage Language School, Columbia, SC
- 2018-2020 **Classroom Volunteer Teacher**
Chinese-English Dual Language Immersion Program
Carver-Lyon Elementary, Columbia, SC.

- 2018-2023 **Chinese Language Arts Teacher**
Chinese Heritage Language School, Columbia, SC.
- 2013-2017 **Middle School Teacher, English as a Second Language (ESL) Teacher**
Guiyang Yongmao Middle School, Guizhou, Guiyang, China.

Honors

Research

- 2024-2026 Early Career Educator of Color Leadership Fellow, National Council of Teachers of English (NCTE)
This national fellowship is a two-year mentoring program supporting early-career educators of Color. It's highly competitive—only six fellows are selected annually from a national pool.
- 2023 Outstanding International Graduate Student Award, University of South Carolina, Columbia, SC.
- 2020 Terry & Scott Peterson Fellowship, University of South Carolina, Columbia, SC.
A highly competitive award given to one student each year for advancing K–12 opportunities by strengthening community and racial connections.
- 2020 Graduate Civic Scholars Program, University of South Carolina, Columbia, SC.
A highly competitive, interdisciplinary fellowship selecting six graduate students each year; I was one of two awardees from the College of Education.

Teaching

- 2025 Outstanding Undergraduate Teaching and Mentoring Award
University of South Florida, Tampa, FL.
- 2023 Outstanding Graduate Student Teaching Assistant Award
University of South Carolina, Columbia, SC.

Service

- 2020 The Outstanding Achievement and Student Triumph Award, University of South Carolina, Columbia, SC.

Publications

*= Student co-author, ** = Invited, ***International

Refereed Articles

Published and Accepted

1. Chu, Y., Tian, Z., & **Guo, W.** (2026). Bringing language to AsianCrit: Introducing a Challenging Linguistic Racism Tenet. *Educational Researcher*.
<https://doi.org/10.3102/0013189X261482109> (Impact Factor: 5.5/H-Index: 167)
2. Banack, A., Nam, R., & **Guo, W.** (Conditionally accepted). Reading girlhood: Representations of Asian American youth in contemporary graphic novels. *Research on Diversity in Youth Literature*. (a peer-reviewed, online, open-access journal)
3. Xu, N., Tian, Z., & **Guo, W.** (Accepted). Examining translanguaging discourses in mandarin-English dual language immersion classrooms: A three-site inquiry. *L2 Journal*. (An open-access, peer-reviewed, interdisciplinary journal housed in the Berkeley Language Center at the University of California, Berkeley)
4. Chu, Y., **Guo, W.**, Sun, Y., & Yu, M. (2026). Racing across borders: Transnational racial literacies of Chinese heritage language school teachers. *Language, Culture and Curriculum*, 1–17. <https://doi.org/10.1080/07908318.2026.2662952>
5. ***Guo, W.**, Tian, Z. & Stemme, M. (2026). Cultivating critical racial consciousness in dual language bilingual education: A participatory design of Asian American biliteracy lessons. *English Teaching: Practice & Critique*. (Impact Factor: 1.2/H-Index: 59) <https://doi.org/10.1108/ETPC-05-2025-0099>
6. **Guo, W.** (2025). Transnational Funds of Knowledge as Counternarratives: Chinese Students Respond to Multicultural Children’s Literature. *Teachers College Record: The Voice of Scholarship in Education*, 127(9-10), 37-66. (Impact Factor: 1.9/H-Index: 111) <https://doi.org/10.1177/01614681251393804>
7. ***Boutte, G. S., Adam, H., López-Robertson, J. **Guo, W.**, Jackson-Barnett, L. (2025). "This is like a mirror! That’s like me!" - Differentiated literature mirrors for diverse children. *Australian Journal of Language and Literacy*, 48(283-299).
<https://doi.org/10.1007/s44020-025-00092-y> (Research journal of the Australian Literacy Educators’ Association)
8. *****Guo, W.** & Sun, Y. (2025). “U.S. and China can be friends for once”: Immigrant children engage in transnational literature in a community-based book club. In Edwards, P., Compton-Lilly, C. & Li, G. (Eds.), *The International Handbook of Literacies in Families and Communities* (pp. 186-205). Edward Elgar Publishing. (Refereed Chapter, blind peer-review) <https://doi.org/10.4337/9781035326983.00016>
9. **Guo, W.** (2024). Fostering student activism: Addressing anti-Asian racism through children’s literature. *The Journal of Children’s Literature*, 50(2): 25–37.
10. ****Guo, W.** (2024). Interrogating anti-Asian racism: Children’s literature as a nexus for antiracist education. *WOW Stories*, 11(1): 4–13.
11. Sanchez, L., Bauer, E., Wang, Y., **Guo, W.**, Hao, L. Hwang, K. (2023). “That’s my mission”: Examining parents’ investments in their emergent bilingual learners’ development. *Bilingual Research Journal*, 46(3-4), 224–238. (Impact Factor: 1.2/H-

Index: 51) <https://doi.org/10.1080/15235882.2023.2264810>

12. Wang, Y., Sánchez, L., Bauer, E., **Guo, W.**, Hao, L., & Hwang, K. (2023). A new language, a new culture, and a new way of thinking: Examining how parents navigate barriers to support their emerging multilingual learners. In V. Lee & K. Lewis (Eds.), *Advancing Culturally Responsive and Socially Just Approaches to Multilingual Family-School Partnerships* (pp. 1-24). Lexington Books.
13. Wang, Y., **Guo, W.**, & Sui, X. (2022). A content analysis of Chinese American contemporary realistic fiction books. *The Reading Teacher*, 76(2), 159–168. (Impact Factor: 1.5) <https://doi.org/10.1002/trtr.2119>

Book Reviews

1. ****Guo, W.** (2024). Language is a superpower, A zine created by Chinese for Affirmative Action (CAA), with cover art and comics. *Bilingual Research Journal*: 47 (4), 567–569.
<https://doi.org/10.1080/15235882.2024.2415291>
2. ****Guo, W.** (2023). Second reaction: The fearless flights of Hazel Ying Lee – Breaking barriers and boundaries. *First Opinions, Second Reactions* 16.1.
<https://docs.lib.purdue.edu/fosr/vol16/iss1/5>

Translated Published Book (English to Chinese)

Kuther, T. L. & Morgan, R. D. (2014) *Careers in Psychology: Opportunities in a Changing World* (4th ed.). (Wang, X. & **Guo, W.**, Trans.). Beijing: China Labor Society Security Publishing House. (ISBN 978-7-5167-0947-4)
https://www.huameibook.us/9787516709474_217517

Grants

Grants Funded

1. **Guo, W.** (Principal Investigator). Bo, P. (Co-Principal Investigator). (2026). *Cultivating AI-Literate Educators for Ethical, Equitable, and Culturally Responsive AI Integration in K–12 Literacy Instruction*. USF College of Education New Researcher Grant. (\$1,5000)
2. Bo, P. (Principal Investigator). **Guo, W.**, & Park, S. (Co-Principal Investigator). (2026). *Building Educators' AI Competency Nationwide – AmplifyLearn.AI*. The University of Washington's AmplifyGAIN Center. (\$8,500)
3. **Guo, W.** (Co-Principal Investigator). Tian, Z. (Principal Investigator). (2024). *Fostering Multiracial Solidarity through Antiracist Translanguaging Pedagogy: Integrating Asian American Children's Literature in a Chinese Immersion Program*. ACTFL research priorities grant. (\$5000)

4. **Guo, W.** (Principal Investigator). (2020). *Between Two Worlds – Asian American Children (Re)negotiate Bicultural Identities through the Culturally Relevant Children’s Literature*. SPARC Graduate Research Grant. (\$2900)

Grants Submitted

5. **Guo, W.** (Principal Investigator), Qiu, T. (Co-Principal Investigator). (2024) *Fostering an Asian (American) Antiracist Curriculum through Participatory Methods*. Racial Equity Grant, Spencer Foundation. (\$75,000, not funded) (*Received feedback from two reviewers (4.0) and one reviewer (3.5); resubmission strongly encouraged*)
6. **Guo, W.** (Principal Investigator), Chu, Y. (Co-Principal Investigator). (2025). (under review). *Building Family-Community-Researcher Partnerships: Confronting Xenophobia Through Co-Designed Anti-Oppressive Curriculum and Pedagogies*. New Research Grant, University of South Florida. (\$12,000)
7. **Guo, W.** (Consultant), Brown, S. (Principal Investigator), Zhang, R. (Co-Principal Investigator), Sun, Y. (Consultant). (2023). *Digital Storyboxes and Multimodal Assessing: Equalizing Early Literacy Learning to Cultivate School Success in Diverse Populations of Learners*. Spencer Foundation. (\$75,000, not funded)

Scholarly Presentations

Invited Presentations

1. **Guo, W.** (Invited, 2026). [Panelist for 2026 Mosaïque: Research Network for Studies in Literacy, Discourse, and Society, invited by McGill University’s Department of Integrated Studies in Education]. Asian Literacies in North America: Language, Identity, and Power. McGill University, Quebec, Canada.
2. **Guo, W.** (Invited, 2026). [Presenter for 2026 CLA Expert Calss, invited by Children’s Literature Assembly, NCTE]. Exploring Imagination, Belonging, and the Courage to Create Futures through Children’s Literature. 2026 NCTE Annual Convention. Philadelphia, PA.
3. **Guo, W.** (Invited, 2025). [Presenter, invited by AERA International Relations Committee to present in symposium]. Wu, L., Yu, M., Sun, Y., & He, F. *Historicizing Chinese diasporas’ transnational civic engagement with and resistance to the U.S. empire*. 2025 AERA Annual Meeting. Denver, CO.
4. **Guo, W.** (Invited, 2024). Presenter, Invited by study group *Adult, community, and family study group* at the Annual Literacy Association Conference, December 2024, Atlanta, GA.
5. **Guo, W.** (2024). [Presenter, invited by AERA International Relations Committee to present in symposium]. Boutte, G., Braden, E., Gaurav, H., Adam, H., Jackson-Barrett, L., Muller, M., Rodriguez, S. In King, J. (Discussant). *Amplifying diasporan literacies in*

- educational research and teaching*. 2024 AERA Annual Meeting. Pennsylvania, PA.
6. **Guo, W.** Ascenzi-Moreno, L., Enriquez, G., & Zapata, A. (Invited, 2023). [Presenter, invited by CLA student council in summer webinar]. *Disrupting monolingually oriented praxis: Children's literature as a nexus for translanguaging and social justice pedagogies*. Children's Literature Assembly Student Committee Webinar, NCTE.

Refereed Presentations

1. **Guo, W.**, Jordan, R., Rivas, R., & Zhang, R. (Accepted) Multicultural Children's Literature for Transnational, Antiracist, and Historical Awareness in Elementary Classrooms. 2026 NCTE Annual Convention. Philadelphia, PA.
2. **Guo, W.** & Qiu, T. [Symposium Organizers & Chairs] (2026). *Unforgetting multiple histories and imagining multiple futures of Asian (American) im/migrant literacies*. 2026 AERA Annual Conference, Los Angeles, CA.
3. Chu, Y., Sun, Y. **Guo, W.**, & Yu, M. (2026). *Teaching across communities: Immigrant teachers navigating identity and belonging in a Chinese heritage language school*. 2026 AERA Annual Conference, Los Angeles, CA.
4. **Guo, W.** & Tian, Z. (2026). *Centering and amplifying Asian American histories and voices in dual language bilingual education*. 2026 AERA Annual Conference, Los Angeles, CA.
5. **Guo, W.** (2025). In symposium *(Un)learn together: Using community engagement, racial literacy, and diverse texts to uplift marginalized students*. 2025 NCTE Annual Convention. Denver, CO.
6. **Guo, W.**, Smith, P., Stemme, M., Patterson, D. & Han, S. (2025). *Literacies of transnational students of Color: A critical review of research*. 2025 NCTE Annual Convention. Denver, CO.
7. **Guo, W.** & Bennett, S. (Alternative Session Organizers & Chairs). (2025). *Enhancing multiliteracies of diverse populations through community-engaged methods*. Literacy Research Association's 75th Annual Conference. Las Vegas, NV.
8. Wargo, J. & **Guo, W.** (Organizers & Chairs) (2025). In study group *If I knew then what I know now: Researchers' perspectives study group*. Literacy Research Association's 75th Annual Conference. Las Vegas, NV.
9. **Guo, W.**, Smith, P., Stemme, M., Patterson, D. & Han, S. (2025). *Democratizing literacies of transnational students of Color*. Literacy Research Association's 75th Annual Conference. Las Vegas, NV.
10. Sun, Y. & **Guo, W.** (2025). *The dynamics of surviving and excelling: Exploring intergenerational racial understanding within Chinese immigrant families*. 2025 AERA Annual Meeting. Denver, CO.
11. **Guo, W.** & Tian, Z. (2024). *Cultivating multiracial solidarity in dual language bilingual education: A participatory design of Asian American biliteracy curriculum*. Literacy Research Association's 74th Annual Conference. Atlanta, GA.
12. Sun, Y., **Guo, W.**, Qiu, T. & Du, X. (2024). *Asian transnational parents navigating the racial landscape and negotiating their understanding of racism in the deep south*.

- Literacy Research Association's 74th Annual Conference. Atlanta, GA.
13. **Guo, W.** (2024). [Symposium Co-Chair and Presenter]. Muller, M., Braden, E., Rodriguez, N. M., An, S., **Guo, W.**, Sun, Y., Ojha, L., Akhmetova, A., Gill, V., Enriquez, G. In Compton-Lilly, C. (Discussant). *Disrupting the single story: Transformative children's literature for social justice*. 2024 AERA Annual Meeting. Philadelphia, Pennsylvania.
 14. **Guo, W.** (2024). *Fostering racial literacy through children's literature: Chinese American students interrogating anti-Asian racism*. 2024 AERA Annual Meeting. Philadelphia, Pennsylvania.
 15. Sun, Y. & **Guo, W.** (2024). *Navigating cultural capital: A critical ethnographic case study of Chinese American immigrant families*. 2024 AERA Annual Meeting. Philadelphia, Pennsylvania.
 16. Boutte, G., **Guo, W.**, Jackson-Barrett, L., Adam, H. (2024). *Exploring culturally diverse narratives: A symposium on multifaceted literary worlds*. 23rd European Conference on Literacy & 7th Panhellenic Literacy Conference, Crete, Greece.
 17. **Guo, W.** (2023). *Interrogating history and racial discourse: Resilience and resistance of Chinese American students in multiple pandemics in a southern state*. Literacy Research Association's 73rd Annual Conference. Atlanta, GA.
 18. **Guo, W.** & Sun, Y. (2023). "Racism is human nature" – Chinese American students respond to historical realistic picture books in a community-based book club. 2023 AERA Annual Meeting. Chicago, IL.
 19. **Guo, W.** & Sun, Y. (2022). "Go back to erase the past" - Chinese American students (re)negotiate understandings on race and social justice through reading culturally relevant texts in a book club. Literacy Research Association's 72nd Annual Conference. Phoenix, AZ.
 20. **Guo, W.** & Sun, Y. (2022). *Chinese American elementary students respond to COVID-related discriminations and racism through reading picture books*. 12th International Conference on Education and Justice, San Francisco, CA.
 21. Bauer, E., Sanchez, L., Wang, Y., **Guo, W.** Hao, L. Hwang, K. (2022). "That's my mission": Examining parents' investments in their emergent bilingual learners' development. Bilingualism Matters Research Symposium 2022, Edinburgh, U.K.
 22. Wang, Y. & **Guo, W.** (2021). *A content analysis of Chinese American contemporary realistic fiction picture books*. American Educational Research Association (AERA) 2021 Virtual Annual Conference.
 23. Sanchez, L., Wang, Y., Bauer, E. **Guo, W.** Hao, L. Hwang, K. (2021). *A case study of examining parents' investments in their emergent bilingual learners' development*. Bilingualism Matters Research Symposium 2021 Virtual Conference.
 24. **Guo, W.** & Sun, Y. (2020). *Exploring bicultural identities of Chinese American children through reading culturally relevant picture books*. Bilingualism Matters Conference, Columbia, SC.

25. **Guo, W. & Sun, Y. (2020).** *Translanguaging in an elementary Chinese-English two-way dual language program.* 49th National Association for Bilingual Education (NABE) Annual Conference, Las Vegas, NV.

Teaching Experiences

Teaching Philosophy: my pedagogical approach is grounded in social equity and justice-oriented praxis, as I strive to celebrate, privilege, and sustain the histories, languages, cultures, and literacies of Black, Indigenous, Latinx/é, Asian, and other Communities of Color. Guided by theoretical frameworks including Critical Race Theory, multiliteracies, translanguaging, and intersectionality, I support pre-service teachers in developing the knowledge and dispositions to select texts, design curriculum, and engage with students through culturally sustaining pedagogies and equity-driven instructional practices.

Assistant Professor: University of South Florida, Tampa

Spring 2026	RED 6247: Supervision & Coaching in Literacy (<i>MA in Literacy Studies, graduate-level course</i>) (Course Evaluation: 5.0, Instructor Evaluation: 5.0)
Fall 2025	RED 6540: Assessment in Developing Literacies (<i>MA in Literacy Studies, graduate-level course</i>) (Course Evaluation: 4.5, Instructor Evaluation: 4.8)
Summer 2025 Summer 2024	LAE 3414: Diverse Portrayals in Children's Literature (<i>General Education course for interdisciplinary undergraduate students</i>) (Course Evaluation: 5.0, Instructor Evaluation: 5.0)
Spring 2025 Fall 2024 Fall 2023	LAE 4311: Teaching Print & Multimodal Texts in the Elementary Education (Undergraduate) (Course Evaluation: 4.4, Instructor Evaluation: 4.5) <i>Comments from students: Professor Guo was very understanding when we faced two consecutive hurricanes. She greatly cares about her students' well-being and shifted the due dates!</i> <i>Dr. Guo was effective in presenting assignments during class, clearly explaining expectations and deadlines.</i> <i>Dr. G is a good professor who took into considerations our needs and when given feedback she would also make sure to improve and help us on what we were struggling with.</i> <i>Dr. Guo was one of my favorite teachers! She was very helpful and always willing to communicate with us about our assignments.</i> <i>Professor Guo truly cared about her students and wanted to make sure everyone understood the assignments and if things came up, we were able to get an extension. I am very thankful for Dr. Guo.</i>
Spring 2024	RED 4724: Intermediate Literacy (Undergraduate) <i>Comments from students: I really appreciate how understanding and respectful you're as a professor. I also really enjoyed how you tried to</i>

integrate the Asian culture into our classroom and not only immerse us but encourage our involvement and learning.

Graduate Teaching Assistant and Associate: University of South Carolina, Columbia

Fall 2020	EDRD 430 Reading Assessments and Methods (Teaching internship supervised by Dr. Cathrine Compton-Lilly, <i>Six-credit, field-based elementary undergraduate course for preservice teachers</i>)
Fall 2021 – Spring 2023	UNIV 150, 151: First Year Academic Development for International Students (<i>nation's top first-year student experience course among public institutions</i>)

Teaching-Related Professional Development

Summer 2025	Teaching Toolkit Program , National Center for Faculty Development & Diversity (NCFDD). <i>The NCFDD Teaching Toolkit equipped me with evidence-based strategies for inclusive course design—active learning, transparent assessment, and equitable participation routines—that I now use across my classes. It also strengthened my reflective teaching practice through goal-setting and feedback structures, helping me translate research on learning into high-impact instruction for diverse students.</i>
Spring 2025	(Teaching) Peer Observation Program , Center for Innovative Teaching and Learning (CITL), University of South Florida, Tampa. <i>Through the CITL Teaching Peer Observation Program at USF, I observed exemplary instructors across disciplines and documented effective practices in real classrooms. These observations, paired with structured reflection and feedback, sharpened my pedagogy and expanded my repertoire of high-impact teaching strategies.</i>
2019	Teaching Online for Graduate Students , Center for Teaching Excellence – University of South Carolina, Columbia, SC.
2019	Fostering Proactive Learning Environments , Center for Teaching Excellence – University of South Carolina, Columbia, SC.
2019	Teaching Towards Inclusive Excellence , Center for Teaching Excellence – University of South Carolina, Columbia, SC.

Editorial Leadership

Editorial Review Board

2024-	<i>Talking Points</i> (a peer-reviewed journal housed by NCTE)
2019-2020	<i>Journal of Language & Literacy Education (JoLLE)</i>

Journal Reviewer

2025-	<i>The Reading Teacher</i> (06/2025)
2024-	<i>Journal of Literacy Research</i> (07/2024; 01/2025; 06/2025)
2023-	<i>Journal of Early Childhood Literacy</i> (10/2023)

2023- *Linguistic and Education* (09/2023; 01/2025)
 2023 *Ampersand* (04/2023)

Convention Proposal Reviewer

Literacy Research Association (LRA)

2023

Area 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School (6)

Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings (4)

Area 9. Text Analysis, Adult, Children's, and Young Adult Literature (2)

2022:

Area 9. Text Analysis, Adult, Children's, and Young Adult Literature (3)

American Educational Research Association (AERA)

2025

(Invited) Division G - Section 5: Inquiry, Transformation, and Communities (10)

2024

(Invited) Division G - Section 5: Inquiry, Transformation, and Communities (9)

Convention Session Chair | Discussant

2024 American Educational Research Association (AERA), Philadelphia, PA.

2023 Literacy Research Association (LRA) (2023), Atlanta, GA.

2022 Bilingualism Matters Research Symposium, Edinburgh, U.K. Virtual.

Leadership

Service to Profession

Service to National Council of Teachers of English (NCTE)

2025 **Appointed:** Chair, Author Breakfast, Children's Literature Assembly, 2026 NCTE, Philadelphia, PA.

2025 **Appointed:** Co-Chair, Author Breakfast, Children's Literature Assembly, 2025 NCTE, Denver, CO.

2024- **Appointed:** Research Award Committee Member, Children's Literature Assembly

2024 **Nominated:** Board Member positions of the Children's Literature Assembly [2024-2026] NCTE (by Dr. Jennifer Slagus, West Chester University of Pennsylvania)

2021-2023 **Elected:** Student Committee Member of the Children's Literature Assembly [2021-2023] NCTE

Service to Literacy Research Association (LRA)

2025-2028 **Appointed:** Area 9 Co-Chair: Text Analysis, Adult, Children's, and Young Adult Literature [2025-2028], Literacy Research Association (LRA)

2024-2027 **Appointed:** Research Committee Member [2024-2027], Literacy Research Association (LRA) Standing Committees

2024 **Nominated:** Ethnicity, Race & Multilingualism Committee Member,
Literacy Research Association (LRA) Standing Committees

Service to American Educational Research Association (AERA)

2026-2029 **Appointed:** Division B Outstanding Book Award Committee

2019-2023 **Appointed:** Communications Co-Chair, Graduate Student Council (GSC),
Division A, AERA

Service to Institution

Service to Program, Literacy Studies (USF)

2023- **Doctoral Program Service & Mentoring:** Organize and facilitate monthly
meetings for ~15 doctoral students and 8 faculty (virtual/in-person) on
qualifying exams, annual reviews, publishing, conferences, and the academic
job market; mentor graduate students, including two Graduate Research
Assistants and one junior doctoral mentee.

Service to Department (USF)

2025-2028 **Institutional Review Board (IRB), Committee Member.** Conduct regular
reviews of faculty and student IRB applications; participate in monthly IRB
meetings.

2024-2026 **Undergraduate Program Council (UPC), Committee Member.** Attend
monthly meetings; review and vote on undergraduate course revisions, new
courses, and new/modified programs.

Service to College (UofSC)

2019-2023 **Graduate Advisory Board Member,** Office for Diversity, Equity, and
Inclusion (ODEI), University of South Carolina, Columbia, SC.

Professional Certificates

Spring 2024 **Faculty Success Program,** National Center for Faculty Development &
Diversity (NCFDD).

*The NCFDD Faculty Success Program connected me with a diverse
network of early-career and senior faculty whose mentoring sharpened
my scholarly planning, writing cadence, and grant/publishing strategies.
It also equipped me with concrete systems for time management and
aligning teaching, research, and service—so I can sustain productivity
with balance between quality and wellbeing.*

2022 **Anti-Racist Education Training** (led by Drs. Gloria Boutte & Susi
Long), College of Education, University of South Carolina, Columbia.

2020 **K-12 Asian American Curriculum Teacher Training Workshops,**
The Asian American Education Project, UCLA Asian American Studies
Center & AAPI.

2012

Middle School ESL Teacher, Ministry of Education of the People's Republic of China.

Professional Memberships (past and present)

American Educational Research Association (AERA)

✧ Divisions and Special Interest Groups:

- Bilingual Education Research Special Interest Group (SIG)
- Division G – Social Context of Multiple Languages and Literacies | Social Context of Education Policy, Politics, and Praxis
- Division K – Teaching and Teacher Education
- Language and Social Processes SIG
- International Studies SIG
- Writings and Literacy SIG

Literacy Research Association (LRA)

✧ Areas:

- Social, Cultural, and Political Issues of Literacy Practice in and out of School
 - Literacy Learning and Practice in Multilingual and Multicultural Settings
- Teacher Education

National Council of Teachers of English (NCTE)

Children's Literature Assembly (CLA)

International Literacy Association (ILA)

National Association for Multicultural Education (NAME)